WIDA Essential Actions: Summarization & SIOP Relevancy
WIDA: World Class Instructional Design and Assessment

WIDA MISSON: "To support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, professional development and is exemplified in its "Can Do" Philosophy (Essential Actions p. 3)

WIDA ELP: 6 levels of English Language Proficiency:

L1: Entering	L3: Developing	L5: Bridging
L2: Emerging	L4: Expanding	L6: Reaching

WIDA PHILOSOPHY: "With every ring of a bell, there is new academic language for students to learn, whether it is oral and written interaction of science lessons, mathematics problem solving, or social studies tasks (Bailey, Butler, Stevens, & Lord, 2007).

WIDA ELD Standards illustrate:
- A development pathway to English language proficiency
- Scaffolding from one language proficiency level to the next
- Necessary academic language for accessing grade level content
- Academic language use in school across content areas (Essential Actions p. 7)

WIDA MPI's (strands of model performance indicator) are examples of what my students are capable of doing. When considering "Reading, Writing, Speaking Listening", think of Reading and Listening as PROCESSING and Writing and Speaking as PRODUCING. (Essential Actions p. 9)   Each MPI strand has:

-A connection to Common Core   -Uniform cognitive function across 5 LAP standards
-Grade level, topic related language   -An example of language use

15 ESSENTIAL ACTIONS of WIDA (Abbreviated) p. 11

Action 1: Capitalize on the resources and experiences that ELLs bring to school.	**Action 2:** Analyze the academic language demands involved in each grade-level.	**Action 3:** Apply the background knowledge of ELL's (including their language proficiency).
Action 4: Connect language and content for learning that is relevant and meaningful.	**Action 5:** Focus on the developmental nature of language learning within each grade-level.	**Action 6:** Reference content standards and language standards in planning for language learning.
Action 7: Design language teaching and learning with attention to the sociocultural context.	**Action 8:** Provide opportunities for all ELLs to engage in higher-order thinking.	**Action 9:** Create language-rich classroom environments with ample time to practice English.
Action 10: Identify the language needed for functional use in teaching and learning.	**Action 11:** Plan for language teaching and learning around discipline-specific topics.	**Action 12:** Use instructional supports to help scaffold language learning.
Action 13: Integrate language domains to provide rich, authentic instruction.	**Action 14:** Collaborate in planning for language and content teaching and learning.	**Action 15:** Share responsibility so that all teachers are language teachers and support one another.

Connecting WIDA's 15 Essential Actions to SIOP's 8 Components

- Connections can span across several components but only one SIOP component was picked.
- Fundamental quotes from each WIDA action are quoted below to enhance understanding.

SIOP Component #1: Lesson Preparation

WIDA Action 3: Apply the background knowledge of ELL's, including their language proficiency profiles in planning differentiated language teaching (p. 20-21)

- "Every language learner, at any given time, has a unique language learning profile with varying levels of proficiency in each of the domains of listening, speaking, reading, and writing." (Essential Actions p. 20)
- "Information about student background, including linguistic and content abilities is key to plan and deliver instruction to optimize opportunities for learning." (Tomlinson, 2003; Fairbairn & Jones-Vo, 2010)

WIDA Action 5: Focus on the developmental nature of language learning within grade-level curriculum (28-30)

- "Influences on second language acquisition include students' age, age of arrival in U.S. schools, motivation, attitude, and educational background" (Lightbrown & Spada, 2006).
- "Teachers' recognition of each student's stage of language development is one of the first steps in pairing where students are with relevant instructional practices" (Cloud, Genesee, & Hamayan 2009).
- "Since language development is a complex, long-term process, students should have access to grade-level curriculum concurrently with language instruction" (Essential Actions p. 28).

WIDA Action 10: Identify the language needed for functional use in teaching and learning (p. 43-45)

- "Teachers who understand the functional approach to instruction . . . apply language use to real or authentic situations" (Essential Actions p. 43).
- "The advantage of a functional approach is that language is not taught for its own sake; rather, it demonstrates how language operates in all areas of the curriculum" (Derewianka, 1990).
- "A focus on function can help negotiate a shift between language for everyday purposes and the language needed to be precise about conceptual knowledge" (Moschkovich, 2002).
- What is the language needed for ELLs, at their levels of language proficiency, to MATCH, IDENTIFY, CATEGORIZE, DISTINGUISH, INTEPRET, ETC?

SIOP Component #2: Building Background

WIDA Action 1:Capitalize on resources & experiences that ELLs have to build their academic language (14-16)

- "By using students, "funds of knowledge", we are mobilizing their cultural resources for teaching and learning" (Gonzalez, Moll, & Amanti, 2005, Moll, 1992).
- "When the students can recognize their linguistic and cultural identities represented in their school, they feel respected as contributors to their learning environment" (Essential Actions p. 14).
- "EL students with rich experiences in their home language develop literacy faster in 2nd language". (p 14)
- "Academic language includes multiple literacies and being able to tap into two or more languages as the basis for academic language development enriches all students" (Essential Actions p. 14).

SIOP Component #3: Comprehensible Input

WIDA Action #2: Analyze the academic language demands involved in grade-level teaching & learning (17-19)

- "The specialized discourse of each content area challenges students to understand and engage with ideas and concepts" (Essential Actions p. 17).
- Academic language needs to be explicitly taught for ELL students to comprehend the input:

	Performance Criteria:	Features:
Discourse Level:	Linguistic Complexity *quantity/variety of text*	Amount, structure, density of text Idea organization Variety of sentence types
Sentence Level:	Language Forms and Conventions *types/uses of language structure*	Type & variety of grammar structures Conventions, mechanics, fluency Match language form to purpose
Word/Phrase Level:	Vocabulary Usage *specificity of words or phrases*	General, specific, technical language Multiple meanings of words/phrases Nuances and Shades of meaning

SIOP Component #4: Strategies

WIDA Action 8: Provide opportunities for all ELL's to engage in higher-order thinking (p. 37 – 39)

- "Every English language learner can engage in cognitively demanding tasks to demonstrate understanding" (p. 37) at "all levels of language proficiency" (Essential Actions p. 37).
- "Academic language can grow from instructional tasks that nurture higher-order thinking, and, conversely, higher-order thinking is fostered through developing language proficiency" (Himmele & Himmele, 2009).

WIDA Action 12: Use instructional supports to help scaffold language learning (p. 49 – 51)

- "Sensory, graphic, and interactive strategies . . . provide ELLs additional pathways to constructing meaning" (Essential Actions p. 49).
- "In schools, scaffolds are temporary support mechanisms to facilitate learner's handling of complex language and developing new concepts, skills, and understandings" (Gibbons, 2008) such as "manipulatives, real objects, and multimedia materials" (Carrasquillo & Rodriguez, 2002).
- Examples of Instructional Supports: (Essential Actions p. 50)

Sensory Supports	Graphic Supports	Interactive Supports:
Real-life objects (realia) Manipulatives Pictures/photographys Illustrations, diagrams, drawings Magazines and newspapers Physical activities Videos, Films, Broadcasts Models and figures	Charts Graphic organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With Internet/software programs In the native language (L1) With mentors

SIOP Component #5: Interaction

WIDA Action 7: Design language teaching & learning with attention to sociocultural context (p. 40-32)

- "Literacy development happens as students construct new knowledge in engaged interactions with peers and through supportive interactions with adults" (Spivey, 1997).
- "Language learning does not occur in isolation but is motivated by a need to communicate for a given purpose" (p. 34).
- "Emphasize the importance of students having opportunities to assume different roles or voices, become familiar with a variety of registers, and work with different genres." (p. 34)

WIDA Action 9: Create language-rich classrooms with ample time for language practice & use (40 - 42)

- "All students, regardless of ELP, must be exposed to grade-level specific and technical lexicon within each academic register" (Scarcella, 2003).
- "A language-rich environment surrounds students with print and different forms of text that they have produced (New Levine & McCloskey, 2008) . . . and encourages writing for a variety of purposes" (Essential Actions p. 40).
- "Working together, teachers can create inviting classrooms filled with students' oral language and literacy experiences and students, in turn, can have ample opportunities to use language in meaningful ways throughout the day" (Essential Actions, p. 40).
- "Students need to talk about, read about, write about and interact and connect with important instruction" (Nancy Cummins 2012).

SIOP Component #6: Practice / Application Integrate four domains of language

WIDA Action 11: Plan for language teaching & learning around discipline-specific topics (p. 46-48)

- "The common ground around discipline-specific topics within student standards is a natural meeting point for content and language teachers to plan for student learning" (p. 46).
- "It is not possible to 'do' science, 'do' economics, or 'do' mathematics with only ordinary language" (Halliday & Martin, 1993).
- "We must provide opportunities for students to apply content and language knowledge. ". . . students must command three knowledge bases: the knowledge of the English language, knowledge of the content topic, and knowledge of accomplishing topic-based academic tasks which also constitute the major components of academic literacy" (Short & Fitzsimmons, 2007).

WIDA Action 13: Integrate language domains to provide rich, authentic instruction (p. 52-53)

- "Language itself represents an integration of the process of listening, speaking, reading, and writing that are inextricably bound" (Carrasquillo & Rodriguez, 2002).
- "But the Secondary Education Act of 2002 requires state accountability for ELLs based on an annual assessment . . . . that independently tests listening, reading, speaking, and writing.   What we need is integration in the classroom" (Essential Actions p. 52).
- "But what we need is teachers to design instructional tasks that revolve around interwoven language domains, such as writing in response to reading, multi-media presentations, and research-based debates" (Essential Actions p. 52).

SIOP Component #7: Lesson Delivery Utilize content standards and language standards

WIDA Action 4: Connect language & content to make learning relevant & meaningful for ELLs (25- 27)

- "The explicit interaction between language and content is fundamental to the effective schooling of ELL's" (Essential Actions p. 25).
- "It is the reciprocal relationship between language and content that contributes to the academic achievement of these students (Gottliev, 2012a; Echevarria, Vogt, & Short, 2008).
- "Learning academic language and academic content knowledge are interrelated processes for all students" (Yore & Treagust, 2006).

WIDA Action 6: Reference content standards & language development standards (p. 31-33)

- "There must be direct connections between language development standards and content standards to create a crosswalk for academic language learning" (Essential Actions p. 31).
- "(The) recognition of the language demands of content-based learning enhance opportunities for academic success for English language learners" (Lachat, 2004).
- "The language development standards offer examples of the associated language critical for understanding the content" (Essential Actions p. 31).

SIOP Component #8: Review / Assessment

Instead, WIDA emphasizes teacher collaboration. Teacher collaboration is a part of every SIOP component, especially SIOP Component #1, Teacher Preparation.

WIDA Action 14: Collaborate in planning for language and content teaching and learning (p. 58-59)

- "Teachers have to share responsibility, coordinate instruction, and engage in a cooperative process to reach common goals for their students" (Essential Actions p. 58).
- "Teachers must work together in planning for learning" (Essential Actions p. 58).
- "Research on professional development inventions suggest that the development of a coherent programs of instruction for ELLs is related to the involvement of all staff (Haager & Windmueller 2001).

WIDA Action 15: Share responsibility & support one another so all teachers are language teachers (64-66)

- "By having language teachers work side-by-side with content teachers, everyone benefits, especially students" (Essential Actions p. 64).
- "One of the hallmarks of an effective learning environment for ELLs is to have teachers understand the language demands of their own content areas and how language is used in that subject" (Gibbons, 2008).
- "In the end, all teachers have a role in students' language development in school" (Essential Actions p. 64)

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Gottlieb, Margo. *Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards*. 2012.

All other references aforementioned in this document are available in WIDA Essentials Appendix C.